



Using Zoom Breakout Room Interactions to Enhance EFL Students' Speaking Fluency and Turn-Taking Skills

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Abstract— The internet-based learning has influenced the traditional teaching systems very much in the case of universities, especially in the English as a Foreign Language (EFL) classes for graduate students. The research revealed that Zoom breakout rooms significantly support the development of fluency and turn-taking skills among master's students in media studies. For this purpose, various methodological data collection approach were used in this study such as pre-test and post-test of speaking skills, interaction analysis, and surveys. Over a period of eight weeks, a total of thirty-two students organized their participation in the conversations in the breakout rooms. The figures show a great development in their talking and turn-taking skills. The qualitative data from interviews indicates that students perceived themselves to be more independent and confident during oral communication. The findings lead to the conclusion that Zoom breakout rooms constitute an effective tool for students to refine their speaking skills in online EFL classes.



Keywords— Zoom breakout rooms, MA media students, speaking fluency, turn-taking, and online EFL learning.

I. INTRODUCTION

In postgraduate education, especially in media studies programs, oral communication is one of the major areas of academic practice. MA students often need to attend lectures, participate in debates, and discuss the ideas of different theorists or practitioners on the issues of media representation, contemporary communication, and related topics. For EFL students this can be quite difficult situation since they have to manage both subject knowledge and language proficiency at the same time. Online learning environments often highlight these challenges by restricting spontaneous interaction.

It is necessary, of course, to be fluent in speaking and to have good interactional skills to participate in academic discussions effectively. Speaking fluency means not only being accurate grammatically but also being able to convey one's ideas without interruptions, keep the narrative flowing, and reply to others with little hesitation. Turn-taking, in contrast, implies the ability to control the

flow of conversation rightly, which includes knowing when to voice one's opinion, how to join in a debate, and how to counter the views that are opposite to yours. One technological aspect might result in the auditory delay; visual cues may be even reduced; interaction may become powerless in a teacher-dominated discourse where students' participation is limited. Still, all these factors can be handled by the students developing the abovementioned skills in synchronous online classes.

To solve these problems, the use of Zoom breakout rooms has been increasingly recognized as a way to encourage interaction with a learner-centered approach in virtual classrooms. When teachers use breakout rooms to separate big classes into smaller groups for discussion, it provides the students more time and space to talk, collaborate on understanding the content, and control the interaction together. For MA Media Studies students, this environment might be very beneficial since it enables them to participate at a deeper level with the academic content

without feeling the pressure of speaking in front of the whole class.

The study is conducted to find out the degree of improvement in speaking fluency and turn-taking skills through structured discussions in Zoom breakout rooms among the students of MA Media Studies who are taking a course in English as a Foreign Language (EFL) online. The study focuses on the examination of both quantitative measures of fluency and qualitative aspects of interaction to make a contribution that leads to a better comprehension of the role played by online small-group interaction in supporting advanced academic communication in postgraduate EFL contexts.

II. LITERATURE REVIEW

Interaction has been acknowledged as one of the main factors for second language development across the board and, for instance, speaking skills and taking turns during conversations (Long, 1996; Swain, 2005). Interactionist and sociocultural approaches to the study consistently reveal that students' meaningful and collaborative talks can increase their capacity to negotiate meaning, to monitor speech, and to develop confidence in speaking. Thus, during the learning process, it is speaking in an extended manner that opens the door to proficiency in speaking, particularly in the case of academic discussions where argumentation, justification, and critical response are expected (Beylieva, 2025; Shamsipour, 2025).

Studies conducted in online learning environments have found that, in addition to teacher-centered turns, learner engagement and opportunities for speaking are significantly enhanced through small-group interactions. The study carried out by Toscu (2023) found that in both asynchronous and synchronous online EFL classes, there is a tendency to have a disproportionately high amount of teacher talk and very limited student talk with only short, minimal responses unless the instructors explicitly encourage structured interaction. Conversely, the study of Zoom breakout rooms reveals that smaller groups for discussion lead to a higher rate of participation, less anxiety about speaking, and more frequent self-selection of turns by students compared to the whole-class situation (Nisa et al., 2021; Hartono et al., 2023).

This study's findings are consistent with those reported in previous research on collaborative work conducted in classrooms. The recent study of Beylieva (2025) on pair and group activities indicates that structured collaborative talk has a significant positive impact on the oral proficiency of the learners, thus providing statistical evidence in support of group work activities at the college level. In the same way, the work of Surani et al. (2025)

indicates that e-tasks for speaking, such as e-learning modules and breakout discussions, lead to students' speaking skills to a large extent as well as decrease their anxiety, thereby pointing out the enormous value of technology in the learning process.

Moreover, the improvement of turn-taking competence is also a major benefit when learners work on structured interactive tasks. According to the interactionist views on Second Language Acquisition, the linguistic negotiation easily occurs in peer-mediated talk and often less in teacher-instructed classes, thereby leading to the deeper processing of the spoken language (Sağlam & Alagözlü, 2025). The greater part of the study has been done with undergraduate EFL learners; however, the implications are still very relevant to postgraduate students who can benefit from reduced teacher presence and enhanced peer negotiations for collaborative turn-sharing and spontaneous conversational repair.

A different set of studies draws attention to the impact of psychological factors in online speaking tasks. The findings from technology-enhanced language learning studies indicate that group discussions can be an effective way to reduce speaking anxiety and to improve self-efficacy, thereby increasing the learners' willingness to speak and take conversational risks (Hartono et al., 2023; Bozkurt & Aydin, 2023). Thus, this epistemological stance of sociocultural theory is affirmed, stating that a supportive interactional environment will, in turn, not only reduce affective barriers but also allow the learners to concentrate on using the language and negotiating the meaning instead of being afraid of negative evaluation.

However, these findings are quite optimistic but the literature concerning postgraduate EFL learners still has major gaps, especially in discipline-specific contexts, for example, the M.A. program in Media Studies. The majority of the studies using breakout rooms deal with undergraduate and general EFL courses with only a short discussion about the role of structured small-group interactions in developing advanced academic speaking skills such as extended argumentation, critical media analysis, and disciplinary discourse practices (Beylieva, 2025; Nisa et al., 2021).

The present study strongly supports the assertion that online peer-mediated interactive tasks, including breakout room discussions, can enhance speaking fluency, increase participation, and establish more equitable turn-taking patterns. Nevertheless, the advantages of these methods in postgraduate settings need to be studied more, especially for master's students, where the language skills accuracy is not sufficient, but the ability to express complex ideas,

interact with peers, and conduct academic discourse independently is necessary.

III. METHODOLOGY

This study conducted a mixed-methods approach to analyze the effects of Zoom breakout room interactions on the speaking fluency and turn-taking skills of MA Media Studies students in an online English as a Foreign Language (EFL) environment. The method was structured in such a manner that it could uncover both the exemplifiable changes in students' speaking performance and the qualitatively assessable features of their interaction during online discussions at the same time. The study aimed to provide a comprehensive view of small-group online interaction as a facilitator of high-level academic communication by combining numeric and narrative data sources.

3.1 Participants

The study was conducted with thirty-two master's students who were granted admission to the media studies program of a public university and were all concurrently enrolled in an online EFL academic communication course. All students were aged between twenty-three and twenty-nine years. They were very similar to each other as an academic group with respect to their educational background and specialization. The students' English proficiency was judged to be at the upper intermediate to advanced level according to the university's placement records and the subjects they had taken before. All participants were trained on remote teaching using Zoom with live lectures and online discussions as part of the training. This experience was advantageous in ensuring that the technological familiarity did not greatly impact their participation in breakout room activities, and thus it was a major factor in making the remote teaching effective. The participants were provided with the option of participating in the study or not, and ethical issues such as informed consent and confidentiality were closely monitored.

3.2 Research Design

A mixed-methods approach were conducted to get the quantitative findings along with the qualitative processes related to the speaking development in the online breakout rooms. For the purpose of quantifying the numeric aspect, the researcher conducted two speaking fluency tests at the beginning and the end of the study to observe the changes in the speech rate, hesitation, and turn length throughout the study. Moreover, the patterns of turn-taking were analyzed quantitatively through the counting of the turns taken by each participant, the checking of the average length of the turns, and the answering of the question of

how the speaking time was distributed among the participants in the breakout room discussions. These measurements were also supplemented with qualitative interactional analysis that was performed on the recorded breakout room sessions and concentrated on taking turns, meaning negotiation, and support given by the students during the interactions. Last, the post-course learner questionnaire was given out to collect students' opinions on breakout room discussions, their speaking confidence, and the extent to which they felt fluency and interactional skills had improved.

3.3 Procedure

The experiment was conducted over eight weeks of the academic semester. During this time, students participated in weekly discussions via Zoom breakout rooms, which were regarded as part of their regular course activities. Each session in a breakout room lasted from 15 to 20 minutes and usually consisted of four to five students. The discussion topics were meticulously crafted to fit the media studies syllabus and to elicit long speaking turns of the academically trained students. Some of the topics were news analysis activities, where students openly but critically exchanged their various opinions on the media's current coverage; media ethics debates, where students had to argue and get their positions defended. The instructor gave precise directions and not only guiding questions but also the time before each session and still did not interrupt the discussions, allowing students to take over the interaction themselves. All of the breakout room sessions were taped for analysis, and feedback was given after the activities to help reflection and learning.

IV. DATA ANALYSIS AND RESULTS

In this part of the study, the results of the study are demonstrated, and the attention is directed to the improvement of the speaking fluency and turn-taking skills of MA Media Studies students in Zoom breakout room discussions. The study uses various data sources besides the speaking test scores and the interaction counts, as well as the transcripts of the interactions in the breakout rooms that provided the qualitative data. The incorporation of these various data sources results in the creation of a complete and thorough picture of the students' oral proficiency and the changes in their interaction behavior throughout the period of the eight-week intervention.

4.1 Speaking Fluency Development

The three indicators that are commonly used in second language assessments were not set aside in the evaluation of speaking fluency: speech rate measured in words per minute, mean length of utterance, and filled pauses'

frequency (e.g., "uh" and "um"). Those factors reflect the speech's rate and quality along with the learners' capability of not being too hesitant when participating in the conversation.

The analysis of the results from the speaking fluency tests carried out before and after the intervention has proved the fluency measures' gains to be universal. The students' speech rate, which was 96.4 words per minute in the pre-test, rose to 118.7 words per minute in the post-test, thus indicating a 23.1% increase as shown in Table 1. This increase shows that the trainees accelerated their speaking and gained more confidence in their overall

communication skills as a result of continuous participation in breakout room debates.

On the other hand, the mean length of utterance also showed significant progress by going up to an average of 12.6 words per utterance from 8.2 words per utterance. The growth of 53.6% suggests that the students had more to express and that their messages were clearer as they took their time instead of quickly giving up the floor. At the same time, the number of filled pauses per minute decreased remarkably from 7.9 to 4.3, which indicates a decline of 45.6%. Therefore, it can be assumed that the students were less hesitant, and their speech was thus faster and more fluent.

Table 1: Pre- and Post-Test Speaking Fluency Results (N = 32)

Measure	Pre-Test Mean	Post-Test Mean	Improvement (%)
Words per minute	96.4	118.7	+23.1%
Mean utterance length (words)	8.2	12.6	+53.6%
Filled pauses per minute	7.9	4.3	-45.6%

A paired-samples t-test was conducted to determine the significance of the changes made. The results indicated that the increases in the three fluency measures were all significant at the $p < .01$ level, thus implying that the improvements realized were very likely not coincidences. The main point of the study revealed that student participation in Zoom breakout room discussions had helped to a great extent in increasing their fluency in the target language.

4.2 Turn-Taking Patterns

The main objective of the study was to analyze not only the progressive acquisition of fluency but also the alterations in participants' turn-taking behavior, with turn-taking regarded as the interactional competence in academic discussion. The researcher counted the turn-

taking behavior quantitatively by analyzing the average number of turns per student, the distribution of turn length, and the teacher-to-student talking ratio in both whole-class Zoom meetings and breakout room discussions.

The study has found that there was a shift towards more student-centered interactions in the breakout rooms. The data presented in Table 2 indicates that in the whole-class Zoom communication, the students took less than an average of 2.1 turns per session, as teacher talk accounted for 62% of the total interactions. On the contrary, in the breakout room sessions, the average number of turns per student skyrocketed to 7.4, while the teacher talk was reduced to only 8% of the interaction time. Student talk, thus, went up to 92%, which is in line with this criterion.

Table 2: Turn-Taking Distribution in Whole-Class vs. Breakout Rooms

Interaction Type	Avg. Turns per Student	Teacher Talk (%)	Student Talk (%)
Whole-class Zoom	2.1	62%	38%
Breakout rooms	7.4	8%	92%

The study's results, particularly regarding the experiences of the two types of interaction, conclude that discussions in breakout rooms created a more equal and student-centered interactional environment. The students' actions indicated that they were more likely to choose their turns, respond directly to their peers, and continue the conversation without the teacher managing the speaking time. This change suggests that employing breakout rooms can be viewed as the start of acquiring the proper turn-

taking practices that are similar to those in real academic discussions.

4.3 Interactional Behavior

The qualitative analysis of the breakout room transcripts not only confirmed but also made it possible for the researchers to investigate more clearly the relationship between speaking fluency and turn-taking. Similar trends in communication were once again noticed. Moreover,

learners were seen as frequent users of several academic discourse markers, including "I accept," "though," "building on that point," and "from a media viewpoint." The markers were used by them not only for the institution but also as cues for agreeing or disagreeing with others. Their usage of the academic discourse markers suggests that they might be getting more conscious of the academic discussion's customs and practices.

Signs of collaboration in repairs were constantly present in students' communication. The learners were indeed doing a lot of co-working by rewording the unclear statement in simpler terms, supplying the needed vocabulary, or even letting their classmates in on their ideas. These communication repair moves did not disrupt the interaction; rather, they facilitated it and also formed a collective comprehension. Peer support, particularly through paraphrasing and requesting clarification, was a crucial factor in sustaining the discussion and reducing miscommunication occurrences.

Lastly, during the discussion, the MA Media Studies students were able to accurately and clearly present the course content that they had been learning in class. Media discussions, ethical frameworks, and contemporary digital trends were the areas of common references, which not only implied that the students were not only reinforcing their language skills but also could use English as a tool for the thinking process in the discipline. The integration of language and content in the academic communication was revealed in the breakout room interaction, with postgraduate EFL contexts being supportive of advanced academic communication.

V. DISCUSSION

The primary aim of this study was to examine whether the discussions in Zoom breakout rooms in a distance learning EFL environment contributed to the development of the speaking fluency and turn-taking skills of MA Media Studies students to a certain degree. The comprehensive mixed-methods results provide considerable evidence for the claim that small-group interaction has a significant impact on the oral communication skills of the advanced learners, particularly when the discussion tasks have a close connection with the disciplinary content.

The measures of fluency that showed the biggest changes imply that the learning of the students through active participation in regular breakout discussions was effective in practicing and bringing out the language mathematically. The increase in speech rate and mean length of utterance indicates that students were becoming increasingly comfortable in expressing their thoughts and in talking. Furthermore, the noticeable decrease in filled

pauses shows that the speaker is now more efficient in processing and more confident during the speech production. These findings are in line with the interactionist theories of second language acquisition, which claim that fluency is developed by making repeated use of such interactions rather than relying on controlled practice alone. Such lengthy opportunities for discourse are extremely important for postgraduate students who have to present complex arguments and engage critically with the others.

The outcomes of turn-taking patterns provide new insight into the argument of the educational benefit of breakout rooms. Breakout room talks were instrumental in changing the talk's direction largely towards the students, as they were more active in taking turns and also controlling the interaction flow independently compared to regular Zoom-class sessions. The considerable reduction in teacher's discourse during the breakout sessions strongly suggests that the learners were confident enough to manage the case of taking turns on their own without the instructor's intervention. This situation somehow reflects interactive proficiency, which regards taking turns, replying, and managing topics as the basic components of communicative power. The study has shown that breakout rooms were instrumental in the above-mentioned skills taking place, although the online environment was limiting to a great extent.

From the sociocultural standpoint, the qualitative findings are an additional layer to the comprehension of how speaking fluency and turn-taking developed through collaborative interaction. Overlapping markings of discourse, collaborating on repairing the dialogue, and peer support are signs that the learners were not merely producing isolated turns but were rather co-constructing meaning more actively. Therefore, social interaction is the principal mode of learning through which humans acquire both knowledge and skills. The complete assistance from peers during interactions in the breakout rooms might have been one of the factors that lowered students' anxiety and, simultaneously, prompted them to take risks, thus getting them to concentrate more on meaning and argumentation than on linguistic accuracy only.

The identification of MA Media Studies students is the main issue of this study, whose promotion at the academic level is primarily based on their active and critical participation in the dialogues and the discipline's discourses. The inclusion of media-related concepts in the breakout room discussions implies that the students were not simply using English as a language to be mastered but rather as a tool for academic reasoning. This study leads to the conclusion that the application of breakout rooms can

be a very efficient technique of language learning through content at the postsecondary level, where the knowledge of the language and the subject are closely connected. Unlike more general EFL settings, media studies discussions require students to evaluate references, decode images, and articulate ethical positions, which are all activities that demand a high level of interactional competence.

In spite of these favorable results, it is still necessary to point out some limitations. The study experienced a fairly small sample and limited time, which might lead to the imposition of restrictions on the generalizability of the results. Moreover, although there was clear evidence of quantitative gains in fluency and turn-taking over time, future studies would be necessary to determine if these improvements are sustainable beyond the course context. Another opportunity for future studies would be to compare different types of assignments or varying group configurations in order to understand which settings are most conducive to the promotion of advanced academic interaction.

All in all, the evidence produced by this study shows that Zoom breakout rooms should not be seen simply as a feature of virtual platforms but as a very effective educational means. Learning autonomy, cooperative interaction, and prolonged academic discourse are activities that breakout rooms can and should be used in producing the postgraduate EFL student's speaking fluency and turn-taking skills.

VI. CONCLUSION

The aim of this study was to investigate to what extent interaction in Zoom breakout rooms might affect the improvement of speaking fluency and turn-taking skills of MA Media Studies online students learning English as a foreign language. The study was conducted from the perspective of online instruction being the possible option for postgraduate education and examined if structured small-group discussions would be a solution to some of the interactional problems. The results illustrate that Zoom breakout rooms are an excellent and supportive environment for developing advanced oral communication skills.

In the quantitative results there were noticeable changes in the main indicators of speaking fluency, such as speaking rate, mean utterance length, and the use of filled pauses was lessened. Thus, it can be inferred that the students' participation in the discussions within the breakout rooms enabled them to present their ideas more easily and take longer breaks, which are important skills for postgraduate academic communication. Moreover, the shifting of the turn-taking patterns showed a strong tendency from

teacher-dominated to more balanced, student-led talk, which pointed to an increase in learner autonomy and interactional competence.

The qualitative analysis gave more clarity to the importance of the interaction in the breakout rooms for postgraduate students learning English as a foreign language. The students used the academic discourse markers almost all the time, and they did collaborative repair and peer support to help each other. The MA Media Studies students were indeed using disciplinary knowledge in their spoken interactions, and English was the medium of the debate instead of just being the target of the language learning. In this way, different skills together highlight the necessity of using breakout rooms for language learning in higher education, which relies on both content and specific fields.

As far as the study on teaching and learning is concerned, it has opened up the possibilities of Zoom breakout rooms, interpreting them as a deliberate instructional strategy instead of a mere technical feature. Breakout rooms can become a source of student engagement if accompanied by media-centered tasks, well-defined discussion objectives, and concise students' interaction. This may result in less speaking anxiety and more fluent and developed turn-taking skills in online EFL courses. The teachers are advised to supply structured support before the breakout sessions while, at the same time, letting the students have enough freedom in the interaction.

The study, while it is very advantageous, has some drawbacks, like the small sample size, which was relatively small, and the limited time of the intervention. Future studies could investigate the interaction in breakout rooms for a longer period of time, test the different types of activities, or look at the same strategies in other postgraduate disciplines. Still, the conclusion of this study is part of research on online language learning that is taking place, and it also gives practical knowledge to the teachers who want to improve academic speaking skills in postgraduate EFL contexts.

Zoom breakout rooms proved to be a great asset for the teaching of speaking fluency, interactional competence, and the communication of discipline-specific academic content among MA Media Studies students. Their proper application can assist in eliminating the barrier between language acquisition and higher education.

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Appendix A: Sample Pre-Test Speaking Assessment Sheet

Item	Description
Course	EFL Academic Communication (MA Media Studies)
Student Code	MS-14
Date	Week 1
Task Duration	2–3 minutes speaking
Preparation Time	1 minute
Sample Prompt	Discuss the role of social media in shaping public opinion. Provide at least one current example.

Assessment Criteria

Criterion	Description	Score (1–5)
Speech rate	Ability to maintain a steady pace of speech	2
Mean length of utterance	Ability to produce extended spoken turns	2
Fluency	Smooth delivery with minimal hesitation	2
Filled pauses	Frequency of fillers (uh, um, you know)	2
Overall comprehensibility	Clarity and coherence of ideas	3

Examiner's Comments:

Student demonstrates basic ability to express ideas but speech is slow with frequent hesitation. Utterances are short and ideas are not fully developed. Turn maintenance is limited.

Appendix B: Sample Post-Test Speaking Assessment Sheet

Item	Description
Course	EFL Academic Communication (MA Media Studies)
Student Code	MS-14
Date	Week 8
Task Duration	3–4 minutes speaking
Preparation Time	1 minute
Sample Prompt	To what extent do digital media platforms influence journalistic ethics in contemporary news reporting?

Assessment Criteria

Criterion	Description	Score (1–5)
Speech rate	Fluent and natural pace	4
Mean length of utterance	Sustained academic discourse	4
Fluency	Reduced hesitation and smooth delivery	4
Turn management	Clear structuring and transitions	4
Overall academic effectiveness	Strength and clarity of argument	4

Examiner's Comments:

Student speaks with noticeably improved fluency and confidence. Ideas are well-developed, supported with examples, and delivered with minimal hesitation. Effective management of extended turns is evident.

Appendix C: Breakout Room Interaction Observation Sheet

Item	Description
Session Type	Zoom Breakout Room Discussion
Group Number	3
Date	Week 6
Task Type	Media ethics debate / News analysis / Digital media discussion

Interactional Features Observed

Feature	Observed (✓)	Notes
Self-selection of turns	(✓)	Students initiate turns without teacher prompting
Balanced participation	(✓)	All members contribute multiple turns
Use of academic discourse markers	(✓)	Frequent use of “however,” “from a media perspective,” “I agree, but...”
Peer support	(✓)	Students paraphrase and support peers' ideas
Collaborative repair strategies	(✓)	Clarification requests and reformulations observed
Overall Interaction Quality (1–5)	4	Sustained, student-led academic discussion

Observer's Comments:

Interaction is highly collaborative and student-driven. Turn-taking is balanced, with minimal overlap or silence. Students demonstrate growing confidence and effective use of academic language.

Appendix D: Learner Questionnaire on Zoom Breakout Room Interaction

Item	Description
Course	EFL Academic Communication (MA Media Studies)
Code	MS-14
Date	Week 8
Scale	1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Section A: Speaking Fluency

Item	Statement	Response
1	Zoom breakout room discussions helped me speak more fluently in English.	5
2	I was able to express my ideas with fewer pauses and hesitations during breakout room discussions.	4
3	Participating in breakout rooms helped me speak for longer periods without stopping.	4
4	My confidence in speaking English improved as a result of regular breakout room interaction.	5
5	I felt more comfortable speaking English in breakout rooms than in whole-class discussions.	5

Section B: Turn-Taking and Interaction

Item	Statement	Response
6	Zoom breakout rooms provided more opportunities for me to take turns during discussions.	5
7	I was able to enter discussions naturally without waiting for the teacher to invite me to speak.	4
8	Turn-taking in breakout rooms felt more balanced among group members.	5
9	I responded more frequently to my peers' ideas in breakout room discussions.	4
10	Breakout room discussions helped me develop better interactional skills.	5

Section C: Academic Communication

Item	Statement	Response
11	Breakout room discussions helped me discuss Media Studies topics more effectively in English.	5
12	I was able to use academic language (e.g., agreeing, disagreeing, elaborating) more confidently.	4
13	I felt comfortable expressing critical opinions related to media representation and ethics.	4
14	Zoom breakout rooms supported my ability to link language use with disciplinary content.	5
15	I was able to build on my peers' ideas during academic discussions.	4

Section D: Affective and Psychological Factors

Item	Statement	Response
16	Breakout room discussions reduced my anxiety when speaking English online.	5
17	I felt more motivated to participate actively in breakout room activities.	5
18	I was less afraid of making mistakes when speaking in breakout rooms.	4
19	The small-group setting made me feel more confident during discussions.	5

20	Overall, breakout rooms created a supportive speaking environment.	5
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Section E: Overall Evaluation

Item	Statement	Response
21	Zoom breakout rooms should continue to be used in online EFL courses for MA students.	5
22	Breakout room discussions were more effective than whole-class discussions for speaking practice.	5
23	I would recommend the use of breakout rooms for developing academic speaking skills.	5

Section D: Open-Ended Responses

Item	Question	Response
24	What aspects of Zoom breakout room discussions helped you improve your speaking most?	Having a smaller group made me feel more confident to speak and express my ideas. Frequent peer interaction helped me structure my arguments better.
25	What challenges, if any, did you experience during breakout room discussions?	Sometimes, overlapping speech or occasional internet delays made it hard to maintain smooth conversation, but it improved over time.
26	Suggestions for improving breakout room activities in online EFL courses	Assigning clear roles or topics for discussion could help ensure that everyone participates equally and keeps the conversation focused.